

An Analysis of Learner's Perspective Transformation in a NPO Program to Nurture Workshop Facilitators

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1. Introduction

Workshop is one method of learner-centered learning. A facilitator during the workshop has the role to activate the participants by supporting teambuilding, and assisting participants to express their feelings. There are many types of programs to nurture workshop facilitators. The programs may produce learner conflict and perspective transformations. Lave & Wenger (1991) addressed Legitimate Peripheral Participation (LLP), a way of understanding learning not based on educational form, pedagogical strategy, or teaching technique. Learning involves participation in a community of practice. From a constructivism perspective, how do learners acquire the “being a facilitator” in a social practice context?

2. Purpose of Study

The aim of this study is listed below;

- 1) To investigate the learner's perspective transformation in the NPO program to nurture workshop facilitators
- 2) To reveal the interaction between instructors and learners

3. Method

The NPO Program investigated a nurturing program for workshop facilitators of global education. The data was collected Jun. 2010 through Jan. 2011. 3 university students and 3 instructors were chosen as targets. Semi-structured interviews and field observations were conducted. The data was then analyzed by grounded theory approach.

4. Results and Discussion

4.1. Lerner's perspective transformation

10 [concepts] and 8 《sub categories》 and 5 〈stage categories〉were extracted from the transcribed data which have been categorized as the “ perception of the importance of the role of the workshop facilitator”.

Stage 1: Realizing the power of workshop

In 《observing model workshops》 and 《experiencing workshop facilitation for the first time》, learners

found that [creating atmosphere] and [flexibility] are important in the role of a facilitator.

Stage 2 : recognizing the significance of designing a workshop

By 《designing a workshop》 and experiencing 《facilitating difficulties》, learners recognized the significance of [utterance skill] and [program design].

Stage 3 : Internal conflicts related to responsibility for workshop facilitation in social practice

Experiencing a 《strict social reality》, learners underwent rigid audition for the official workshop program. They struggled with reality and their immature social skills.[Awareness of the meaning of the social practice context] was seen in this stage.

Stage 4 : discovery of skillful technique and attitude as a facilitator

In 《admiring the skilful facilitators》 and 《findings obtained through the collaborative practice》, the learners discovered the importance of [flexible acceptance], [clear instruction] and [collaborative attitude].

Stage 5 : acceptance of one's own personality

All learners came to [accept one's own personality] in the final stage of the program. With《strong will to continue to learn》, learners kept participating in the program.

4.2. Interaction in the community of practice

The process of the nurturing program involved 1) Showing a model, 2) Observing learners and advising, 3) Enabling audition and sharing of work acceptance, 4) Collaborating in the social practice and 5) Accepting evolutionary participation.

5. Conclusion

The results show the learners' perspective expanded not only in skills but also in the attitudes as a facilitator. This indicates the learners formatted their identity in the community of practice. Moreover, “Reflections” were observed often through the program. This indicates both instructors and learners were changing together towards becoming better facilitators as “ reflective practitioners”.